


WORKING WITH SPECIAL POPULATIONS
BTSA INDUCTION STANDARD 20
ALIGNMENT WITH INDUCTION STANDARDS

Standard Elements	Evidence of Mastery	Activities/Assignments
<p>20(a) Each participating teacher demonstrates knowledge of processes for identifying and referring students for special education services, and the legal and ethical obligation of general education teachers to participate in the Individualized Education Plan (IEP) process, including attending IEP meetings, collaborating and cooperating with special education teachers and the student's parents, and implementing the plan's goals and objectives as they pertain to mainstreaming in the general education classroom.</p>	<p>Completed class assignments Lesson plan project</p>	<p>Course readings Review IDEA Review Section 504 referral flowchart Reflect on IEP process Lesson plan project</p>
<p>20(b) Each participating teacher demonstrates knowledge of student growth and development, and the use of positive behavioral support strategies based on functional analysis of student behaviors and related factors.</p>	<p>Completed class assignments Student behavior plan Assigned threaded discussions</p>	<p>Course readings Implement positive prevention and intervention to facilitate behavior management Develop student behavior plan Reflect on lessons</p>
<p>20(c) Each participating teacher demonstrates knowledge of strategies to ensure that students with disabilities, as well as gifted and talented students, are integrated into the social fabric of the classroom.</p>	<p>Completed lesson plan project Completed class assignments Classroom Accommodation checklist</p>	<p>Course readings Summarize accommodations and responses for all students Complete Classroom Accommodation Online checklist</p>
<p>20(d) Each participating teacher demonstrates comprehensive ability and skill in the identification and use of resources such as personnel, equipment, instructional materials, teaching strategies, assistive technologies, and supplies available within the school and the local community for assessing and educating students with individual needs in the general education classroom.</p>	<p>Completed class assignments Completed Lesson plan Classroom Accommodation checklist</p>	<p>Course readings Find local/state provisions related to education of GATE students Identify district GATE coordinator, special education staff members and roles Develop collaborative plan</p>
<p>20(e) Each participating teacher demonstrates collaboration with others such as care givers, special education teachers, and support persons for the transition of the special education student to the least restrictive environment, whether it be to the next grade, school, or post-school environment.</p>	<p>Completed class assignments Classroom Accommodation checklist Collaboration Plan</p>	<p>Course readings Identify district GATE coordinator, special education staff members and roles Reflect on lesson Develop collaboration plan</p>
<p>20(f) Each participating teacher demonstrates recognition and assessment of the strengths of students with disabilities and of students who are gifted and talented, as well as their social and academic needs, and how to plan instructional and/or social activities to further develop these strengths.</p>	<p>Completed class assignments Class Profile spreadsheet</p>	<p>Course readings Identify Special Education, GATE, and 504 students</p>